

Des Moines Public Schools

English II

Curriculum Guide

2011 – 2012

English II

1 year – 1.0 credit

East, Hoover, Lincoln, North, Roosevelt, Scavo, and Central Academy

Course Description

To prepare the students of Des Moines Public Schools for college and career readiness, English I is aligned with the Iowa Core Standards and will provide students instruction in reading, writing, speaking, listening, and language. Students will read works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Through wide and deep reading of literature and literary nonfiction and thoughtful exposure to visual media of steadily increasing sophistication, English I will provide literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

When writing in English I, students will take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They will combine elements of different kinds of writing to produce complex and nuanced writing. They will use technology strategically when creating, refining, and collaborating on writing and visual media. They will become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. Students will produce high-quality first draft text under a tight deadline as well as revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

English II students will have opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They will work to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.

Students will learn conventions of Standard English. In English II, students will be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. Students will work to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them.

The content of English II will focus around the guiding questions, to be taught in 6 units over the length of the school year. Students will also work on projects, in-class writing, and wide-reading on grade level.

Guiding Question: How do I define a community? In what ways does my community define me? To what extent does a culture shape our individual understandings of happiness?

Instructional Focus	Learning Objectives	Student-Centered Learning Targets	Suggested Texts and Activities
English/Language Arts: Cite evidence Inferences Collaborative Point of view Cultural experience World literature Big Idea: Community defined in the context of – social relationships academia family religion professional cultural environmental geographic neighborhood Midwest/region Iowa-wegian	Students will be able to Understand what a texts says explicitly, as well as make inferences based on textual evidence. Students will be able to cite textual evidence in support of their analysis of a text. Read a variety of literature, including works from outside the United States. Analyze the point of view or perspective from an author outside the United States, considering how their cultural experience affects their writing. Engage in collaborative discussions through listening, responding, and initiating conversation among a variety of peer groups. Contribute in a meaningful way to the creation and sustainability of a classroom community. Explore the idea of and define community. Establish norms and expectations for speaking and listening with peer presentations.	I can make inferences in a text using evidence from the text and applying it to what I know and what I’ve done. I can support my inferences by citing textual evidence. I can identify cultural influences that establish value structure. I can participate in collaborative discussions where I have come prepared, initiate discussion, respond to, and respectfully challenge the opinions of group members. I can understand my role in my school and classroom community. I can positively contribute to this community. I can talk about the various communities I belong to and the relationships between these communities. I know how to be an active and respectful audience member. I know the characteristics of a good speaker, and I can emulate these when I speak to my teacher and peers.	Fiction: Little Things Are Big , Jesus Colon Two Kinds , Amy Tan A Sound of Thunder , Ray Bradbury, lesson plan ideas <i>The Good Deed</i> , Pearl S. Buck Non-fiction: Funny in Farsi , excerpt, by Firoozeh Dumas Always Running , Luis Rodriguez Contemporary Authors: Julia Alvarez Sherman Alexie Edwidge Danticat Gary Soto Poetry: Legal Alien , by Pat Mora Theme for English B , by Langston Hughes Bronx Masquerade , Nikki Grimes Speeches: The Individual vs. the collective , from the Fountainhead Speech activities: Pre-assessment for the year Get-to-know- you speech Discuss Stage Fright Who Am I Speech – 1 st formal

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<p>Graduates demonstrate knowledge and understanding of a rigorous curriculum integrated into all content areas.</p> <p>They demonstrate proficiency in reading, writing, speaking and listening.</p> <p>They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community contexts</p> <p>They monitor their own understanding and learning needs</p> <p>They understand the rights and obligations of citizenship at local, state, national and global levels</p> <p>They are aware of issues facing the world</p> <p>They are actively engaged in community life</p>	<p>Reading Literature 1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Reading Literature 6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Speaking and Listening 1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	<p>Reading Literature, Standard 3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Reading Literature, Standard 7 – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> <p>Language, Standard 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Guiding Questions: What does a community expect of an individual? How do the norms and expectations of a society shape a person?

Instructional Focus	Learning Objectives	Student-Centered Learning Targets	Suggested Texts and Activities
English/Language Arts: Rhetoric <ul style="list-style-type: none"> Audience, purpose, exigence Appeals (ethos, pathos, logos) Structure and form of composition Features (diction, syntax, imagery, figurative language) Analogy Repetition Hyperbole Parallelism Anecdote Medium/Format Oral Visual Graph Big Idea: Society Norms Identity Coming of age Growing-Up	<p>Students will be able to</p> <p>Understand and analyze theme and central idea.</p> <p>Analyze development of theme or central idea throughout an entire text, from emergence to refinement by noting specific detail.</p> <p>Widely read world literature, both fiction and non-fiction.</p> <p>Analyze the point of view or cultural experience in world literature.</p> <p>Determine author's purpose and point of view.</p> <p>Analyze author's use of rhetoric to advance p.o.v and purpose.</p> <p>Define conflict between members of a community.</p> <p>Establish expectations for individuals.</p> <p>Define society, and describe differences between a society and community (economic and moral implications.)</p> <p>Interpret information presented in a variety of formats and understand how it applies to the topic being discussed.</p>	<p>I can define theme.</p> <p>I can identify the theme in a text that I read.</p> <p>I can analyze how a theme develops over an entire text, using examples from the text to support my opinions.</p> <p>I can read world literature and explore the text to find elements of culture that show me what is important to that society.</p> <p>I can tell how my culture has made me who I am today, and I can explain how my culture is similar and different from the text.</p> <p>I can recognize the point of view of an author and analyze the use of rhetoric to advance his/her purpose.</p> <p>I can understand and offer solutions to conflicts that may happen between members of a community in the texts that I read.</p> <p>I can set expectations for myself and the other members of my community.</p> <p>I can understand the information presented in a variety of mediums and formats and connect it back to the topic being studied and discussed.</p>	<p>Non-fiction, excerpts or whole novel: -<u>Tuesday's With Morrie</u>, Mitch Albom -<u>The Color of Water</u>, James McBride -<u>I Know Why the Caged Bird Sings</u>, Maya Angelou</p> <p>Fiction, excerpts or whole novel: -<u>The Handmaid's Tale</u>, Margaret Atwood -<u>Pride and Prejudice</u>, Jane Austen -<u>Julius Caesar</u>, William Shakespeare -<u>The Veldt</u>, Ray Bradbury</p> <p>Other resources: -<u>In Arab Conflicts, The Young are the Restless</u>, NPR.org -Voting, <u>a civic responsibility?</u></p> <p><u>Speech activities:</u> -<u>Lynch Law in America</u>, Ida B Wells -Analyze famous speeches -Article speech -Demonstration speech -Job/ interview assignment -Response Speech/Impromptu Speech</p> <p>Background: -Aristotle on <u>rhetoric</u></p>

District Ends Statements	Iowa Core –English/Language Arts Standards	Supporting Standards
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Guiding Question: What is the relationship between Media, individuals, and community? How does the media shape a person?

Instructional Focus	Learning Objectives	Student-Centered Learning Targets	Suggested Texts and Activities
English/Language Arts: Rhetoric <ul style="list-style-type: none"> Audience, purpose, exigence Appeals (ethos, pathos, logos) Structure and form of composition Features (diction, syntax, imagery, figurative language) Anecdote Point of View Repetition Voice Big Idea: Propaganda Media Bias persuasion propaganda rhetoric inductive deductive validity social media	Students will be able to <ul style="list-style-type: none"> Make inferences based on textual evidence. Provide and cite textual evidence in support of their analysis. Identify and analyze sequencing, organization, and development of ideas within in a text. Analyze connections drawn between important points within a text Evaluate a speaker’s point of view; listening specifically for rhetoric and sound logic/ reasoning. Determine the meaning of unknown words by choosing the most effective strategy. Define and understand the purpose of media. (internet, TV, phone, newspapers, radio, movies, magazines, ads, video games, music) Incorporate multimedia into speeches or presentations to clarify and enhance information. 	<ul style="list-style-type: none"> I can make inferences in a text using evidence from the text and applying it to what I know and what I’ve done. I can support my inferences by citing textual evidence. I can recognize the author’s intended structure of a text. I can identify and analyze the sequence of a text. I can see how an author organizes his/her text and analyze why. I can see the connections drawn within a text and analyze how well it conveys the author’s intent. I can recognize and analyze a speaker’s point of view and decide for myself whether the logic and reasoning are sound. I know the different mediums that make up the media. I can recognize the different rhetorical appeals in the media. I can effectively add multimedia to my speech to make my claims more clear. 	<p><i>Non-Fiction, Whole Texts or excerpts from:</i> -<u>The World is Flat</u>, an excerpt, by Thomas Friedman -<u>Don’t Believe Facebook</u> – <i>you only have 150 friends</i>, NPR.org</p> <p><i>Fiction, Whole texts or excerpts from:</i> -<u>Animal Farm</u>, George Orwell</p> <p><i>Internet Resources:</i> -Pacific Northwest Tree Octopus -Accompanying article on internet illiteracy -The Lesson Library @ Media Awareness Network -Teaching Media Clearinghouse, list of resources -Switch On – Teacher lesson plans for Media literacy</p> <p>Speech Activities: -Identifying outline formats and transitions -Description of multimedia components -Demonstration speech -Logos/Ethos/Pathos and Postcard Project -Persuasion techniques -Movie Review Speech -Media Log</p>

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Guiding Questions: What is the relationship between place (social, time, location) the individual and the community? How does culture influence literature and literature influence culture?

Instructional Focus	Learning Objectives	Student-Centered Learning Targets	Suggested Texts and Activities
English/Language Arts: Setting Cultural influences Cultural perspective Argument Claims Central idea Theme Specific detail Valid reasoning Relevant evidence Sufficient evidence Formal tone Style Syntax Big Idea: Setting (social class, setting as a plot element, nature vs. nurture, technology as it's been developed over the years, geographical location, natural disasters, history as context, age as context.)	Students will be able to Understand and analyze theme and central idea. Analyze development of theme or central idea throughout an entire text, from emergence to refinement by noting specific detail. Write an argument to analyze a topic or text, using valid reasoning and relevant and sufficient evidence to support claims. Write argument in formal style, with varied syntax to link major sections of the writing and create cohesion. Evaluate a speaker's point of view and reasoning by identifying the evidence provided. Determine the validity of a speaker's argument by identifying fallacious reasoning, exaggerated evidence, or distorted evidence Identify and discuss the relationship between place and the individual and use evidence to support this analysis.	I can identify the theme or central idea in a text. I can see the development of the theme or central idea over the course of the entire text, especially how theme is shaped by specific details. I can summarize objectively. I can write an argument using valid reasoning and enough evidence to support my claims. I can use words that make intentional connections between ideas in my writing. I can maintain a formal tone. I can organize my writing in a logical fashion. I can use multimedia, like graphs, sound, or technology, in my speech to clarify my ideas. I can identify the relationship between place and the individual and use evidence to support my analysis.	Whole text or excerpts from: - <u>Great Expectations</u> , Charles Dickens - <u>Brave New World</u> , by Aldous Huxley - <u>Othello</u> , William Shakespeare Non-Fiction: - <u>Three Cups of Tea</u> , Greg Mortenson - <u>The Hot Zone</u> Richard Preston • <u>The Dead Zone</u> , by Malcolm Gladwell - <u>First They Killed my Father</u> Loung Ung - <u>My Left Foot</u> Christy Brown - <u>The Glass Castle</u> Jeanette Walls - <u>Into the Wild</u> John Krakauer - <u>Shattered Silence: The Untold Story of a Serial Killer's Daughter</u> , Melissa Moore • <u>ABC News</u> : Excerpt of <u>Shattered Silence</u> • <u>Part I</u> of <u>Shattered Silence</u> from Oprah - <u>Don't Touch Me</u> , Howie Mandel <u>Speech Activities:</u> - Logos, Ethos, Pathos & Postcard Project -Analyzing Famous Speeches -Article Speech -Response Speech/Impromptu Speech - Reader's Theatre -Defining Moment Speech -Song Lyric/Poem Speech

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Guiding Questions: How do we identify the needs of our community? How do we prioritize our resources to address these needs? What are our criteria for prioritization? What is important? What community are we discussing and what are their corresponding resources?

Instructional Focus	Learning Objectives	Student-Centered Learning Targets	Suggested Texts and Activities
<p><i>English/Language Arts:</i> Author's claims Authoritative sources Reliable sources Print sources Digital sources Explanatory texts Research content/topic Credible sources Credibility Quote and paraphrase Plagiarism Bibliography</p> <p>Big Idea: Resources can be defined as: natural resources, time, money, values, space, education, energy, passions in life, human capital, academic and college, food, essentials vs. desires.</p>	<p>Analyze an author's claims and the development of said claims through specific sentences, paragraphs, or larger portions of a text.</p> <p>Recognize authoritative sources from less reliable sources.</p> <p>Acquire research for writing through a multiple of print and digital sources.</p> <p>Write informative or explanatory texts that convey the ideas and concepts of an examined topic that includes an analysis of the content.</p> <p>Gather research from multiple sources (both digital and print), and assess creditability.</p> <p>Quote and paraphrase data or conclusions from others correctly, to avoid plagiarism.</p> <p>Provide bibliographic information for sources used in informative writing.</p> <p>Present findings and claims by sequencing ideas logically, and adding detailed descriptions.</p> <p>Utilize presentation skills such as eye contact, adequate volume and clear pronunciation.</p>	<p>I can analyze claims in writing by examining the development of the claims in smaller chunks of the text.</p> <p>I can write informatively about complex concepts and ideas.</p> <p>I can analyze complex ideas through my writing.</p> <p>I can use authoritative sources in my writing, distinguishing them from less reliable sources.</p> <p>I can use many sources and synthesize the information I receive from both print and digital sources.</p> <p>I can quote and paraphrase in my writing to lend credibility to my claims in my writing.</p> <p>I can include a bibliography, in correct format, that details the sources I used in my writing.</p> <p>I can present my findings in a speech organized logically for the listener.</p> <p>I can add detailed descriptions to my speech to keep my presentation engaging.</p> <p>I can make eye contact, use adequate volume, and announce clearly while I present my ideas.</p>	<p>Non-fiction:</p> <ul style="list-style-type: none"> - When Plague Strikes: The Black Death, Smallpox, and AIDS, James Griblin - Maslow's Hierarchy of Needs - Website and information on water crisis - The World-Wide Thirst for Clean Drinking Water, NPR.org - New York Times Lessons: Supreme Court - UnEconomic Growth: When Expansion means Depletion, NPR.org - National Priorities: The Federal Budget <p>Fiction, excerpts or whole text:</p> <ul style="list-style-type: none"> - Lord of the Flies, by William Golding <p>Reading Activities:</p> <ul style="list-style-type: none"> Selecting appropriate text Evaluate reliability and validity <p>Speeches:</p> <ul style="list-style-type: none"> Refugees in America, from Clueless Signing of the Social Security Act – FDR <p>Speech Activities:</p> <ul style="list-style-type: none"> - Demonstration Speech - Job Interview - Social Problem Speech - Charity-group Speech - Oral History Speech - Famous People who Changed the World Speech - Student generated rubrics

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Guiding Question: What is an individual's responsibility to his or her community?

Instructional Focus	Learning Objectives	Student-Centered Learning Targets	Suggested Texts and Activities
English/language Arts: Rhetoric <ul style="list-style-type: none"> Audience, purpose, exigence Appeals (ethos, pathos, logos) Structure and form of composition Features (diction, syntax, imagery, figurative language) Claims Evidence Valid arguments Validity Fallacious reasoning Sentence fluency Big Idea: Mutual responsibility Social responsibility	Delineate then evaluate the argument and claims within a text. Assess reasoning in an argument to determine validity of argument. Assess evidence provided in an argument and determine whether evidence is relevant and/or sufficient. Identify fallacious reasoning or false statements. Vary sentence structure and patterns in writing to enhance meaning, interest, and style. Maintain a consistent tone and style while writing. Acquire and use academic words and phrases in speaking and writing. Present findings with supporting evidence with a logical organization, development, and style to the speech. Use academic vocabulary and formal tone when presenting. Adapt speech from one context to another, using appropriate diction for audience.	I can follow the argument someone is making by identifying the claims and the supporting evidence. I can decide whether the reasoning is valid or not. I can determine if there is enough evidence to support the claims made in an argument. I know when someone is using fallacious reasoning or false statements. I can vary the sentence structure and pattern in my writing to make it more interesting. I can maintain a consistent tone when I write. I know and can use lots of academic words in my speaking and writing that are related to the subject I'm discussing. I can present what I know using evidence and my own style in a well-organized speech. I know my audience well enough to adapt a speech from one context to another. I can choose my diction based on the audience.	Text: <u>Spoon River Anthology</u> , Edgar Lee Masters <u>Animal Farm</u> , George Orwell <u>House on Mango Street</u> , Sandra Cisneros <u>Fahrenheit 451</u> , Ray Bradbury Short Stories: <u>The Ones Who Walk Away From Omelas</u> , Ursula K. LeGuin <u>On the Rainy River</u> , Tim O'Brien Activities: Take informational research into a speech Persuasive project Persuasive paper Expository Writing Speeches: <u>Duty, Honor, Country</u> by Douglas MacArthur Speech Activities: - Analyze a famous speech - Persuasive Speech - Response Speech/Impromptu Speech - Defining Moment Speech

District Ends Statements	Iowa Core –English/Language Arts Standards	Supporting Standards
<p>Graduates demonstrate knowledge and understanding of a rigorous curriculum integrated into all content areas.</p> <p>They demonstrate proficiency in reading, writing, speaking and listening.</p> <p>They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community contexts</p> <p>They monitor their own understanding and learning needs</p> <p>They understand the rights and obligations of citizenship at local, state, national and global levels</p> <p>They are aware of issues facing the world</p> <p>They are actively engaged in community life</p>	<p>Reading Informational Text, Standard 8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Language, Standard 3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone.* <p>Language, Standard 6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking and Listening, Standard 4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Speaking and Listening, Standard 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>	<p>Reading Informational Text, Standard 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Language, Standard 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).